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ABSTRACT

This curriculum guide presents activities to help students understand the importance of cooperation between citizens and sanitation workers to keep the city clean. The booklet contains two types of activity sheets. Data-based activity sheets present students with current sanitation-related issues, such as garbage disposal, cleaning costs, and resource recovery, and ask for their input on possible solutions. Some other data-based activities provide students with a historical context for these current issues. The second type of activity sheet presents students with dilemmas designed to help them explore the consequences of their actions and to understand the need for social responsibility. Fourteen of the activities are geared to grades 1 to 6. Fourteen are for secondary schools. Each activity sheet is designed for reproduction and distribution to the students. On the back of each sheet are performance objectives, suggestions to the teacher for implementing the activity, and additional optional activities. A variety of techniques are used including role-playing, small group discussion, problem-solving, brainstorming, interviews, and "hands-on experiences." Each activity sheet is meant to be a springboard for discussion. (PS)

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Team Up For A Clean New York

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New York City
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Office of Public Relations and Education

New York City Board of Education
Office of Curriculum Development and Support
Division of Curriculum and Instruction

Team Up For A Clean New York

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FOREWORD

The problems of keeping a clean city are not new—they are simply more complicated than ever before. New York City is certainly one of the world's most visible urban centers, and the problems with sanitation as well as the solutions are typical of worldwide urban concerns.

In bringing before our students the importance of cooperation between citizens and sanitation workers, we hope to instill a new awareness in young people—an awareness which will grow with them as they become responsible adults.

The activity sheets in this document are of two types. Some are data-based, presenting students with current sanitation-related issues and asking for their input on possible solutions. Some other data-based activities provide students with an historical context for the current issues. The second type of activity sheet presents students with dilemmas designed to help them explore the consequences of their actions and to understand the need for social responsibility. Fourteen of the activities are geared to grades 1 to 6 and fourteen are for secondary school. Each activity sheet is designed for reproduction and distribution to the students. Notes to the teacher are on the back of each sheet.

It is hoped that teachers will use these materials in a variety of social studies contexts as well as in other suitable classroom situations.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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Louise Latty, Chief Executive for Instruction, was instrumental in the planning of this project and provided continued support.

Elliot Salow, Director of Social Studies Unit, and Lloyd Bromberg, Assistant to the Director, Social Studies Unit, provided supervision and guidance for the writing of this bulletin. The Social Studies Unit is part of the Office of Curriculum Development and Support, Dr. Morris Freedman, Director. Maureen Maguire, Production Coordinator with the Curriculum Editorial/Production Unit, supervised the production aspects of the project.

Appreciation is extended to the writers of *Citizenship in New York City* (New York City Board of Education, 1981), from which activities were excerpted and adapted. Eileen Neeson, teacher assigned to the Social Studies Unit, wrote the new activities appearing in this document and revised those excerpted from *Citizenship in New York City.*

Marion Oppenheimer, Director of Public Relations and Education, the New York Department of Sanitation, initiated the development of this curriculum project and cooperated closely in its development. Sheila Liflander, Office of Public Relations and Education, the New York City Department of Sanitation, provided the resources which made this publication possible and also reviewed the final material.

Art Direction by David Murray, who designed the book, conceived the cover, and coordinated production.

Illustrations by Jonn Hardy.

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HOW TO USE THIS BULLETIN

Team Up for a Clean New York is a compendium of activity sheets which may be duplicated and given to students. On the back of each student activity sheet are performance objectives (that is, the specific knowledge and skills which students should achieve at the completion of the activity), suggestions to the teacher for implementing the activity, and additional optional activities.

The activities contained in this bulletin employ a variety of techniques, including role-playing, small group discussions, problem-solving, brainstorming, interviews and "hands-on" experiences. Every activity sheet is meant to be a springboard for discussion. It is hoped that the questions listed in the "Suggestions to Teacher" will provide a focus for such discussion.

It should be noted that although half of the activities in the bulletin have been designated as elementary level and the other half as secondary level, teachers should feel free to use whichever activities, in their judgment, are most appropriate for their students.

The Sanitation Worker

►ACTIVITY

Look at the pictures below. All show sanitation workers doing their job. On separate paper, write what would happen if this particular job were not done.

Sanitation worker collecting garbage

Disposing of garbage at landfill

Sweeping streets

Department of Sanitation officer giving ticket

►ACTIVITY

Being a sanitation worker is a job I _____

(would, would not)

like to do. I feel _____

(not very strongly, strongly, very strongly)

about this position. It think this is _____

(impossible, very hard, hard, easy, very easy)

work, and therefore the pay should be _____

(very high, high, medium, low, very low.)

I think the work _____

(could, could not)

be made easier by _____

(hiring additional help, citizen cooperation, increased respect for the job, increased wages)

I am _____

(strongly in favor of, concerned about, not concerned about, strongly against)

making the job of a sanitation worker easier in this way.

Activity Sheet 1

►PERFORMANCE OBJECTIVES

Students will be able to:

- explain what would happen without particular sanitation services.
- identify their own attitudes toward sanitation work.

►SUGGESTIONS TO TEACHER

- Volunteers can read their lists of what would happen without these services. Some students may want to draw their own illustrations. Lead students to predict consequences to health, to transportation, to the economic life of the city. Students might be asked to write descriptions or short narratives about what New York City would be like without the services of sanitation workers.

- After students complete the second part of the activity, poll them and tally opinions concerning citizen cooperation, etc. You might want to repeat this activity at the conclusion of the unit, checking whether attitudes have changed as a result of studying the Department of Sanitation and its work.

- As a follow-up to this activity, have students explain their answers to the following questions:

  – How do you think most New Yorkers feel about the job of sanitation worker?

  – If more people respected the job done by sanitation workers, would that job be made easier?

  – In what ways can citizens cooperate with the Department of Sanitation?

►SUGGESTED ACTIVITY

- Put up a bulletin board display of sanitation workers and the equipment they use.

- Interview a sanitation worker about the problem of keeping streets clean.

- Invite a representative of the Department of Sanitation to speak about the work of its various services. To arrange for such a visit to your school, contact the Speakers Bureau, sponsored by the Office of Public Relations and Education, Department of Sanitation. Phone: (212) 686-9300.

TEACHER NOTES

How important is cleanliness to me?

►ACTIVITY

Fill in the blanks in each sentence with as many of the letters from the list as are applicable. Do not write your name on this paper.

A. my room
B. my home
C. my classroom
D. my school
E. my block
F. my neighborhood
G. my city

It matters to me whether _____ is clean.

It doesn't matter to me whether _____ is clean.

I don't mind if _____ is dirty.

I prefer that _____ be dirty.

►ACTIVITY

Papers are to be shuffled and passed out. You should not have your own paper. Read your classmate's paper and answer the following questions:

1. What can you tell about the person who made the choices you have on your paper?

   _____

2. How do his/her choices compare with yours?

   _____

3. In comparing your classmate's choices with your own, are you more or less satisfied with your feelings about cleanliness in your various environments?

   _____

Conclusion: How have my feelings or ideas been affected by this activity?

_____

_____

_____

Activity Sheet 2

►PERFORMANCE OBJECTIVES

Students will be able to:

- analyze their own attitudes toward cleanliness.
- compare and contrast their own attitudes about cleanliness with those of their peers.

►SUGGESTIONS TO TEACHER

- An imaginative way to motivate this activity would be to ask the students if they can remember a particular situation from the TV series *The Odd Couple* in which Felix's mania for cleanliness conflicted with Oscar's sloppiness. Whereas Felix and Oscar represent an extreme situation, the fact is that concern for cleanliness does vary from person to person. Moreover, the site of the cleanliness is important – for example, a student may be more concerned about the neatness of his/her own home than the cleanliness of the whole city.

- After students complete the activity, collect all the papers and have a committee tabulate the answers given in each of the four categories (e.g., "I don't mind if _____ is dirty.") Develop an overall class profile of students' attitudes toward cleanliness.

- As a follow-up to this activity, have students explain their answers to the following questions:

  – From this activity, what did you learn about your own and your classmates' attitudes toward cleanliness?

  – Do students in this class care as much about the cleanliness of New York City as they do about the cleanliness of their own rooms and homes?

  – Do you think most people in New York City would like to have a clean city?

  – Are New Yorkers willing to work at keeping the City clean?

  – Does a person who dislikes litter have a right to ask someone else not to litter? Why or why not?

TEACHER NOTES

Where Would You Want to Play?

Activity Sheet 3

►DIRECTIONS

Look at these two pictures, and check the best answer to each question below.

►ACTIVITY

Check the strongest reason that playground A looks that way.

a. It's old; so nobody takes care of it. ☐

b. People get in at night and mess it up. ☐

c. The Parks Department doesn't keep it clean. ☐

d. The kids who use the playground drop things when they play. ☐

e. Teenagers mess it up because they think they're big. ☐

f. More people use playground A than use playground B. ☐

Check the strongest reason that playground B looks that way.

a. It's new, so no one messes it up. ☐

b. Nobody uses it. ☐

c. The Parks Department crew sweeps every night so that's how it looks in the morning. ☐

e. There's a fence so nobody gets in at night to mess it up. ☐

f. The children and grownups who come into the playground don't litter or dump trash. ☐

Activity Sheet 3

►PERFORMANCE OBJECTIVES

Students will be able to:

- analyze the sources of dirt and disorder in a playground.
- assign responsibility for cleanliness in publicly owned properties.

►SUGGESTION TO TEACHER

- This activity relates to one special facet of a neighborhood, the playground. The point of this exercise is to guide students to realize that having a clean playground is the result of many factors and needs the cooperation of many people, just as having a littered playground is the result of many factors and depends on many people not caring.

- Students might be asked to draw original pictures of the playground they would like, or they could draw pictures of some of the people needed to keep the playground clean.

- Follow this activity by having students explain their answers to these questions:

  —How can you get people who really do not care about a playground to cooperate with people who want it clean?

  —What makes people cooperate?

►SUGGESTED ACTIVITY

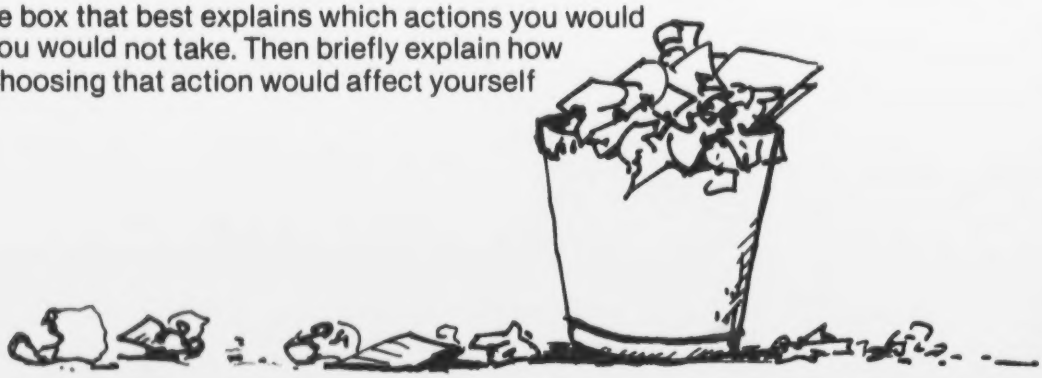
- Students may want to get involved in a project to improve the school or a neighborhood playground. The Parks Department Volunteer Program, sponsored by the Department of Parks and Recreation, Phone: 360-8175/6, can be utilized. Typical projects include: trash removal, planting of bulbs and shrubs, graffiti removal, and the painting of benches and fences.

TEACHER NOTES

The Wastepaper Basket

►ACTIVITY

Put a check in the box that best explains which actions you would take and which you would not take. Then briefly explain how choosing or not choosing that action would affect yourself and others.



Suppose the wastepaper basket in the classroom is full. Would you . . .

Possible Actions	Yes	No	Maybe	How would this affect you?	How would this affect others?
put your garbage in your desk?					
throw your garbage on the floor?					
try to put your garbage in the wastepaper basket anyway?					
put your garbage in your bookbag until you find another wastepaper basket to put it in?					
ask your teacher for another wastepaper basket to put your garbage into?					

1. Extend the wastepaper basket situation to the world outside the classroom. If you were walking down a street and there were no litter baskets around, and you wanted to throw some candy wrappers away, what would you do?

2. If you threw one piece of paper on the ground, would it make a big difference? Explain.

3. Suppose 100 people throw papers on the ground, what does it look like then? Why?

Activity Sheet 4

►PERFORMANCE OBJECTIVES

Students will be able to:

- respond to a questionnaire about the disposal of paper.
- analyze the effects of even a small act of paper disposal on the whole group.

►SUGGESTIONS TO TEACHER

- This exercise is intended to demonstrate that a clean environment in the school as in the neighborhood requires cooperation.

- This activity might be approached in the "Candid Camera" fashion. Contrive to have the wastebasket overflowing and continue with a regular lesson. Ask one student to be the "camera" and take notes on how people deal with the full wastebasket.

- After students have completed the exercise on the activity sheet, divide the class into small groups. Have students in their groups discuss:

  —What would choosing or avoiding each possible action suggest about your values (what is important to you)?

- Poll the class, as a whole group, on each of the alternative actions to see which are the more popular. Have students try to explain why.

- An alternative approach might be to ask students to check through their belongings for various scrap paper items to throw away. Have them crumple up the paper and, in the course of speaking to three different people, drop it. Allow a two to three-minute time period for the students to mix and walk about dropping the paper. Then ask students to retrieve their own paper. Obviously there will be confusion and difficulty. Stop the procedure and ask the students how the task of cleaning the room can be achieved more efficiently.

- Students may come up with several suggestions. The experiment can initiate a discussion on the need for cooperation and the problem of individual responsibility.

Probe questions might include:

  —Is everyone who litters aware of it?

  —How far are people willing to go to clean up after other people?

  —Is it easier to keep a classroom from being littered or to clean up afterward? Why?

►SUGGESTED ACTIVITIES

- As an ongoing activity, students may become involved in a campaign to prevent littering in the classroom and school. There is an annual "Team Up to Clean Up" contest for such school campaigns with cash prizes. This program is sponsored by *We Care About New York, Inc.* coordinated by Department of Sanitation, Office of Public Relations and Education. Phone (212) 686-9300.

- The class might brainstorm a list of rules that people should follow in order to help keep the school clean. Students could then design a poster which contains the most important rules and display it in a prominent place in the school building.

Sanitation in Old New York

Activity Sheet 5

►DIRECTIONS

Read the following diary entry to find out about sanitation in New Amsterdam – the name given by its Dutch settlers to the city which later became New York.

June 15, 1660

Dear Diary,

Well, today I lost my patience. Sheriff Anthony's pigs destroyed my garden. I filed a complaint with the Mayor's Court, but I really do not think that my complaint will be satisfied.

Mayor Peter Stuyvesant and his Court refuse to outlaw pigs wandering in the streets of New Amsterdam. The fact is that many people in this town want their pigs to eat the garbage in the streets. This way they do not have to buy feed for the animals.

Can you imagine! Pigs used to eat the garbage thrown in the streets! There must be a better way to clean up the streets of New Amsterdam. To do just this, several laws have been passed. One made it against the law to throw "any rubbish, filth, or dead animals" into either streets or rivers. Another made it the responsibility of individual householders to clean the street in front of their homes. Still another outlawed all outhouses opening onto the streets.

However, many people break these laws. Just yesterday I read in the newspaper of one John Sharp who was arrested for throwing garbage in front of his neighbor's house.

Sometimes I get so angry about the filth and the roaming pigs of New Amsterdam that I think of moving to Boston or even to Philadelphia. But I am told that sanitary conditions in these towns are even worse than in New Amsterdam! Is there no solution to this problem?

Hans

►ACTIVITY

Use the chart below to compare and contrast sanitation in seventeenth century New Amsterdam with sanitation in twentieth century New York City. Write at least two likenesses and two differences.

SANITATION IN NEW AMSTERDAM AND MODERN NEW YORK CITY

LIKENESSES	DIFFERENCES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

*Based on information found in Carl Bridenbaugh, *Cities in the Wilderness*, New York, Capricorn Books, 1938, pp. 18, 85-86.

Activity Sheet 5

►PERFORMANCE OBJECTIVES

Students will be able to:

- compare and contrast sanitation in seventeenth century New Amsterdam with sanitation in twentieth century New York City.
- Make a list of similarities and differences.

►SUGGESTIONS TO TEACHER

- This ficticious diary description is based upon historical fact. After reading it, students should appreciate the differences between sanitation as practiced in New Amsterdam and sanitation in New York City today (e.g., pigs used as scavengers, outhouses opening onto the streets). Students should also recognize the similarities (e.g., the existence of laws prohibiting the throwing of refuse into the streets and frequent violations of these laws.)

- After students read, help them complete the chart. Then have students explain their answers to the following questions:

  —What story does this "diary entry" tell about sanitary conditions in old New York?

  —Would you have liked to live in New Amsterdam? What would walking through the town's streets have been like? What would you have seen? Smelled?

  —Why do you suppose the citizens of New Amsterdam allowed these unsanitary conditions? (Students should realize that these conditions were standard in the Old World from which the burghers had come and that the technology of the seventeenth century did not allow for other options.)

►SUGGESTED ACTIVITIES

- Students might draw pictures, based on the passage, of what they imagine New Amsterdam streets were like.

- The class might enact a mock trial with Hans the diary writer as plaintiff and Sheriff Anthony, whose pigs destroyed Hans' garden, as the defendant.

TEACHER NOTES

History of the New York City Department of Sanitation

Activity Sheet 6

►DIRECTIONS

The following headlines tell the history of New York City's Department of Sanitation. Read them to find out how cleaning the streets of the city has changed over the years.

►ACTIVITY

Look into the future. Write your own headlines about sanitation you think will appear in the newspaper in the year 1990 and in the year 2000.

SANITATION SENTINEL

1650-2000

1657——City Law Requires Each Householder to Clean Street in Front of His Own Home.

1881—First New York City Department of Street Cleaning Created—Responsible for Keeping Manhattan, Bronx and Brooklyn Streets Clean.

1885———— Steel Horse-Drawn Carts Introduced for Collecting Household Garbage.

1913————————City Buys Its First Motorized Trucks for Garbage Collection.

1929———————— Department of Sanitation Is Set Up for All of New York City— Manhattan, Bronx, Brooklyn as Well as Queens and Richmond.

1934————————U.S. Supreme Court Outlaws Dumping Garbage into the Sea.

1934————————Wire Baskets on Sidewalks Introduced for Litter.

1950————————Alternate Side Parking Begins in Manhattan. Purpose Is to Make Street Cleaning Easier.

1979——Bronx Landfill, Where Garbage is Dumped, Reaches Its Limit and Closes. All Other Landfills, Department of Sanitation Says, Will Soon Reach Their Limits.

1984—City Announces Plan to Burn 70 Percent of New York's Garbage in Resource Recovery Plants. Eight Plants Would Generate 350 to 400 Million Watts of Electricity A Day.

1990 – _____

_____

2000 – _____

_____

Activity Sheet 6

►PERFORMANCE OBJECTIVES

Students will be able to:

- trace and explain the changes in tools and methods employed over the years by the Department of Sanitation.

►SUGGESTIONS TO TEACHER

- This activity explores the evolution of the New York City Department of Sanitation and the different technologies it has employed through the years. After students read and write their own prophetic headlines, have volunteers read theirs aloud. Ask students to explain their predictions. Do they see a good or a bad future for sanitation in the city? Do they see the proposed Resource Recovery Plants as the answer to the City's sanitation problems?

- As a follow-up, have students explain their answers to the following questions:

  – How has cleaning up New York City changed over the years?

  – Why do you think a Department of Sanitation was created for the City in 1929?

  – How have the tools and methods used to clean up New York changed over the years?

  – How would you explain each of these changes?

►SUGGESTED ACTIVITIES

- Along a classroom wall, students might construct an illustrated time-line of sanitation in New York City from 1650 to the present.

- Students might interview senior citizens about sanitation in the city when they were children. Do they recall the first motorized sanitation trucks? The first wire litter baskets? Do they remember having to dispose of the ashes which resulted from burning coal to heat their apartments?

TEACHER NOTES

Sanitation Do's and Don'ts

Activity Sheet 7

►DIRECTIONS

Read below the laws in the City's Health Code that relate to keeping New York clean.

►ACTIVITY

Rank order the following laws by placing a number 1 beside the law you think is most important, a number 2 beside the law you think is next in importance, a number 3 beside the law you think is third in importance, etc.

THE NEW YORK CITY HEALTH CODE SAYS YOU ***MUST:***

☐ 1. Use a good covered garbage can or a well-tied, strong plastic bag for your home. Do not let garbage overflow onto the street or sidewalks.

☐ 2. Tie bundles of newspaper, rubbish or rags tightly. Cartons must be flattened and securely tied.

☐ 3. Become familiar with your neighborhood collection schedule. If you have any questions, contact your local Sanitation District Office.

☐ 4. Keep waste material *inside* until day of collection; remove containers from sidewalks as soon as possible after being emptied.

☐ 5. Cooperate with your building superintendent or janitor when you dispose of your garbage, rubbish, or bulk. Put garbage in the cans. . . never alongside or on top of the cans.

☐ 6. Do not throw garbage or rubbish onto the sidewalk, street, areaways, hallways, backyards, or lots. Do not throw anything out of windows. . . nor shake dust mops, rugs, etc., from them.

☐ 7. Do not use Sanitation litter baskets for household waste. Litter baskets are for pedestrian's discard. . . newspapers, candy wrappers, fruit skins and similar litter. They are not for refuse from homes, stores or commercial establishments.

☐ 8. Sweep your sidewalks and gutter out to 18 inches along your frontage. Put sweepings into suitable containers.

☐ 9. Keep sidewalks clear of snow and ice.

☐ 10. Clean up after your dog.

Activity Sheet 7

►PERFORMANCE OBJECTIVES

Students will be able to:

- explain the legal do's and don'ts of sanitation in New York City.
- evaluate the importance of particular sanitation related City laws.

►SUGGESTIONS TO TEACHER

- As they try to rank order sanitation laws, students will realize the extreme difficulty of evaluating the relative importance of the various laws. All of the laws are important; none unimportant.

- After students complete the activity, have volunteers state and explain how they rank-ordered the laws. As students compare and contrast their rankings, encourage argument. Elicit from students the conclusion that every one of the sanitation related codes is important.

- Follow-up by having students explain their answers to the following questions:

  – What are the do's and don'ts of sanitation in New York City?

  – Why has each of these do's and don'ts been made the law?

  – What would happen if keeping garbage inside until the day of collection were *not* the law?

  – What would happen if using a good covered garbage can or a securely tied plastic bag were *not* the law?

  – Why is it the law that people *not* use sanitation litter baskets for household waste?

  – Why is it the law that people *not* shake dust mops and rugs from their windows?

  – Would New Yorkers follow these do's and don'ts if they were not written into law?

►SUGGESTED ACTIVITY

- Have students roleplay an infraction of the Code, followed by the issuing of a summons by a Department of Sanitation officer and a subsequent hearing on the case.

- Create a "TV spot" for a public service broadcast. The announcement should concern the need for people to obey the sanitation related New York City laws.

TEACHER NOTES

Playing Detective

Activity Sheet 8

►DIRECTIONS

Look at the picture below. How many sanitation violations of the New York Health Code can you find? Write them on the lines below.

1 _____

2 _____

3 _____

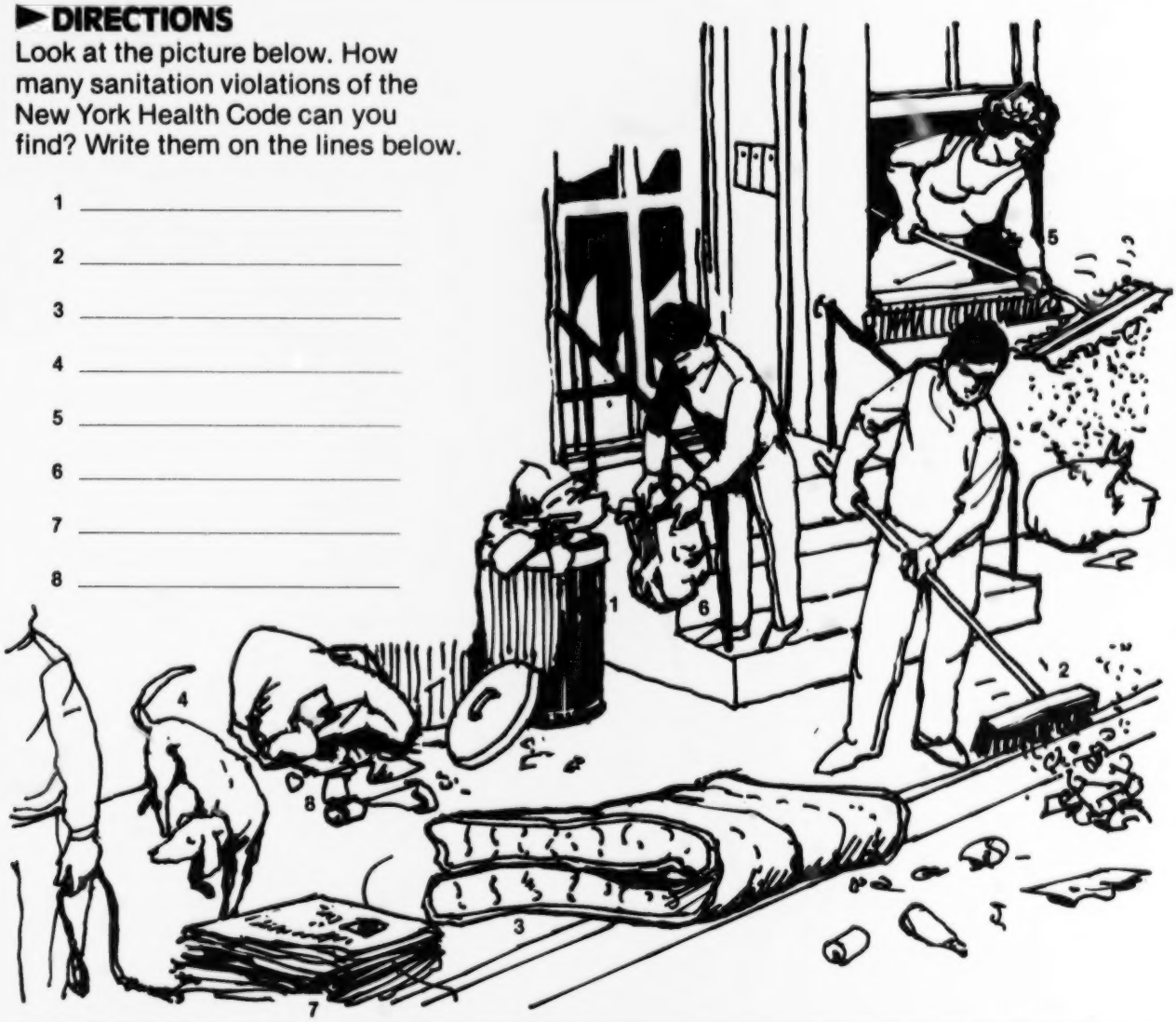
4 _____

5 _____

6 _____

7 _____

8 _____



►ACTIVITY

Below are some reasons NOT to commit these health code violations. Which reasons are the most effective in preventing littering? Rate them from 1 to five.

1 2 3 4 5

least effective most effective

A policeman might tell you to stop. ☐

The street is part of everyone's living environment. ☐

Mess makes some people uncomfortable. ☐

Health Code violations are punishable by fines of up to $500 and a year in jail. ☐

I wouldn't want anyone to litter on my property so I won't litter on theirs. ☐

It's against the law. ☐

It's unhealthful. ☐

It is basically wrong. ☐

A neighbor might complain. ☐

Activity Sheet 8

►PERFORMANCE OBJECTIVES

Students will be able to:

- explain specific health code violations.
- recognize that sanitation problems are also health problems.
- evaluate the effectiveness of various reasons not to litter.

►SUGGESTIONS TO TEACHER

- The numbers and the corresponding violations are:

1. uncovered, overflowing trash can
2. sweeping litter into the gutter
3. leaving a mattress on the street (this is a violation if the sanitation department is not picking up bulk that day)
4. unleashed dog; no owner prepared to clean up after it
5. shaking a dust mop out of the window
6. putting out trash in a paper bag (garbage is spilled)
7. newspapers in a pile, not tied properly
8. ripped plastic bag not in trash can

- In the second part of the activity, considering the relative effectiveness of various reasons not to commit Health Code violations, students learn what is most effective in influencing them. In the process they also consider reasons against littering which they might not have previously considered. Before students fill out the scale, each item should be interpreted for the class. A discussion about which is most effective will bring out the strongest arguments for each.
- The following questions might facilitate such a discussion:

  —Which reason is best for getting people not to litter?

  —Would people not litter if they knew that litter is unhealthful?

  —Would people not litter if they realized they were making others uncomfortable?

  —Is littering basically wrong? Does the average New Yorker think it is? Would they stop littering if they did think so?

  —Must people be threatened with fines and jail to get them not to litter?

►SUGGESTED ACTIVITY

- Invite a representative of the Sanitation Department to speak about health code violations dealing with sanitation. (212) 686-9300.

Bag It!

►DIRECTIONS
Study the picture below.

►ACTIVITY
Here is a picture story about a boy named Marvin and his friend Billy. Marvin's mother has asked him to throw out the bag of household garbage. Billy wants Marvin to play baseball with him.

Look very carefully at the picture. Tell or write a short story about what Marvin will do. Then color the picture.

►CONCLUSION
- Tell what you would do if you were Marvin.

Activity Sheet 9

►PERFORMANCE OBJECTIVES

Students will be able to:

- identify proper and improper methods of garbage disposal.
- assess the environmental and health consequences of improper garbage disposal.

►SUGGESTIONS TO TEACHER

- This activity presents students with a conflict situation. Marvin's mother has asked him to throw out the bag of household garbage, but Billy wants Marvin to play baseball with him. To further complicate the situation, through his own carelessness, Marvin's bag has opened and the garbage is spilling out. Furthermore, the garbage can is already full. Will Marvin choose to satisfy his own immediate pleasure, or will he do what is right for the environment and health of New York City?
- After students complete the activity, have volunteers read their short stories about what Marvin will do. Is there a difference between what they think *Marvin* will do and what *they* would do in Marvin's place?
- Some suggested questions for discussion are:
  - —With what choice is Marvin faced?
  - —Why is this a difficult decision for Marvin?
  - —What would Marvin's mother expect him to do?
  - —According to the New York City Health Code, what should Marvin do?
  - —How do you suppose the garbage bag opened? Do you think it was open when Marvin's mother gave it to him?
  - —Does Marvin know that his garbage bag is open and that garbage is spilling out? What will he do about it?
  - —The garbage can is open, but the lid is nearby. The garbage can looks full. What will Marvin do?
  - —Will Marvin put the lid on the garbage can?
  - —Will Billy help Marvin pick up the garbage?
  - —What will the area around the garbage pail look like when Marvin leaves?
  - —Does the picture story of Marvin and Billy show common causes of littering? Do people often litter because they do not want to take the time away from other activities to throw away their garbage properly?

►SUGGESTED ACTIVITY

- Students might take this worksheet home and share it with their families. What do their parents and siblings think Marvin and Billy should do?
- If the disposal system in their buildings is inadequate, students could encourage their parents to contact superintendents or landlords. If the problem is not corrected, it can be reported by calling the City's Housing Central Complaint Bureau at (212) 960-4800. For sanitation related complaints, call the Sanitation Action Center at (212) 334-8590.

The Scoop on Pooper Scoopering

Activity Sheet 10

►ACTIVITY
Read the newspaper article below about the effectiveness of New York State's Canine-Waste Law, which was passed in 1978.

►ACTIVITY
Then, in the space provided, write a letter to the newspaper's editor, explaining your opinion of the "Pooper-Scooper" Law.

6 Years of Canine-Waste Law: All in All, a Cleaner New York

By JAMES BROOKE

Six years after a state law ordered city dog owners to clean up after their dogs, New York's canine population appears to be increasingly street-broken.

"It's much better—and it's a lot healthier," said Dr. Sandy Shepherd, a physician, as she walked along Central Park West the other day. With one hand, she held a cardboard scoop, and with the other, she restrained her lively young Labrador, Lucky Puppy.

Nearby, Sam Glen, 13 years old, raced a remote-controlled miniature car over a park dog run. "This place used to be so bad it was off-limits to people," he said. "Now it's cleaned up. People are taking more responsibility for their dogs."

Summonses Doubled

Just how much the law is being obeyed is difficult to measure. But some numbers may encourage cautious pedestrians to raise their eyes from the sidewalks and park lanes.

City workers in the last three years have doubled the number of summonses handed out to dog owners breaking the law. In 1982, the city issued 1,845 summonses. In 1984, the city expects to hand out slightly more than 4,000, although only about half of those who receive summonses actually pay them.

The minimum fine has been doubled, from $25 to $50. And last week, the State Legislature closed a loophole to require dog walkers, and not only dog owners, to clean up after their dogs.

"The law had a very good effect," said Henry J. Stern, the city's Parks Commissioner. "It made cleaning up after your dog a respectable and honorable act."

But dog controllers and dog owners agree that civilian peer pressure is often as effective as police enforcement.

"I stop and look at people, and that often gets them to clean up," said Dave Davisson, membership secretary of Friends of Central Park.

New York's current state of canine cleanliness could be summed up by John Dillon, who was sunning himself in Carl Schurz Park the other day.

"It looks O.K. to me," he said, inspecting the grass around him. "But I still watch out when I walk barefoot."

A LETTER TO THE EDITOR:

Dear Editor:

In my opinion the "Pooper Scooper" Law is a _____ law. One reason I feel this way is _____

_____

Another reason _____

_____

_____

Finally, _____

_____

Sincerely,

_____

(A Concerned Citizen)

Adapted from *New York Times*, Sat., June 16, 1984, p. 25.

Activity Sheet 10

►PERFORMANCE OBJECTIVES

Students will be able to:

- cite evidence of the Canine-Waste Law's effectiveness.
- explain the benefits for New Yorkers of compliance with the "Pooper Scooper Law."

►SUGGESTIONS TO TEACHER

- This newspaper article suggests that in the six years since it went into effect New York State's Canine-Waste Law has been quite effective in getting dog owners to clean up after their pets. Classroom study of this law is particularly useful in that, when it went into effect in 1978, the so called Pooper-Scooper Law was the object of countless jokes. After reading the article, however, students will realize that people are no longer laughing and that cleaning up after your dog has, in fact, become a "respectable act."

- Have students share their "letters to the editor" with the class.

- Follow up by having students explain their answers to the following questions:

  – According to this article, how well has New York's Canine-Waste Law worked?

  – How has the number of summonses given out to offending dog owners changed in the past three years?

  – How has the fine for breaking the law changed?

  – Why do you think the Canine-Waste Law was passed?

  – When it went into effect in 1978, people laughed at the "Pooper Scooper" Law. Why are people not laughing today?

  – The article states, "dog owners are just as afraid of their neighbors' disapproval as they are of getting a summons for breaking the law." Do you think this is true?

  – Do you (or would you) obey the Canine-Waste Law?

  – What do you do when you see a dog walker not cleaning up after his or her pet? What should you do?

►SUGGESTED ACTIVITIES

- Students might conduct interviews in their own neighborhoods with dog walkers on the subject of the Canine-Waste Law.

- Students might invite to their school a speaker from The New York Coalition for Dog Control, P.O. Box 158, Cooper Station, New York, N.Y. 10276, an organization which works to develop public awareness of health hazards resulting from violation of dog control laws.

The Story of Garbage Disposal

Activity Sheet 11

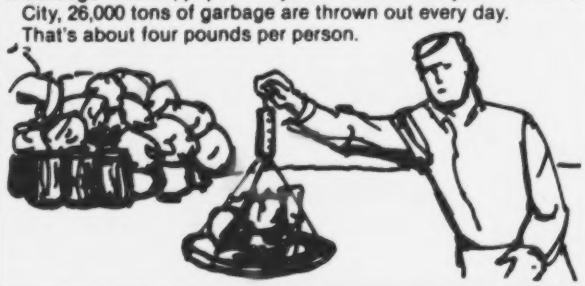
►DIRECTIONS

Read the following story of how New York City's garbage is disposed of and examine the accompanying pictures.

►ACTIVITY

Two paragraphs are not illustrated. Draw your own pictures to illustrate these parts of the story. Use the spaces provided.

1. Garbage is trash, paper and junk we throw away. In New York City, 26,000 tons of garbage are thrown out every day. That's about four pounds per person.



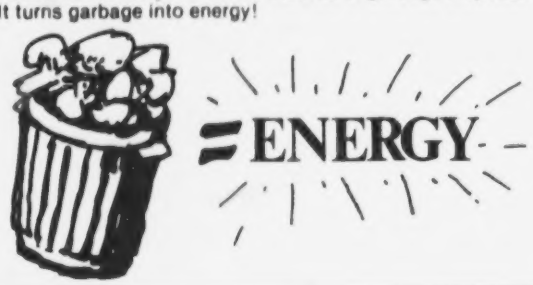
2. What happens to our garbage?

It is collected by sanitation men in compactor trucks and is driven to one of our many garbage disposal sites.

3. Garbage goes to a marine transfer station, is loaded onto barges and towed to a landfill.

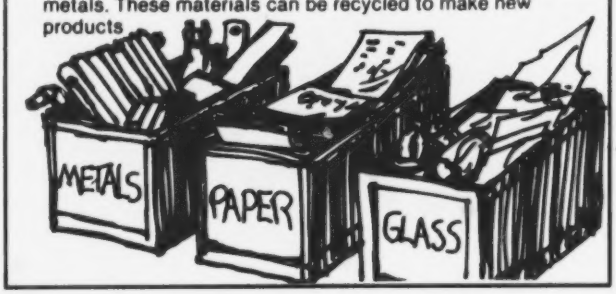
4. But New York City can no longer use these methods of garbage disposal. Soon our operating landfills will be filled to capacity.

5. Resource recovery is a better method of garbage disposal. It turns garbage into energy!



6. We can burn garbage in a special incinerator making steam for heating buildings.

7. We can also recover valuable materials like glass, paper and metals. These materials can be recycled to make new products.



8. As garbage decomposes in landfills, it produces methane gas which can be captured and used as a source of energy.

Activity Sheet 11

►PERFORMANCE OBJECTIVES

Students will be able to:

- describe the various methods of garbage disposal used and proposed for New York City.
- recognize the critical nature of the problem of garbage disposal in the City.

►SUGGESTIONS TO TEACHER

- This overview of garbage disposal in New York City should impress on students the really critical nature of the problem of garbage disposal in the City as well as the promise that recycling holds for the future. If no recycling plants are built soon, Sanitation Department officials say the garbage dumped at the Fresh Kills Landfill in Staten Island, which opened 30 years ago and was intended to be closed by the mid-1970s, would ultimately grow into two 500-foot high mountains. The health hazards of this prospect are obvious.

- This activity might be motivated by asking students to estimate how many pounds of garbage their families throw out every day. Multiply this by the number of students in the class, by the number of students in the school, by the number of people living in New York City. Before distributing the Activity Sheet, ask students what they think happens to their garbage after it is collected.

- After students read the story of how garbage is disposed of and complete the activity, have them explain their answers to the following questions:

  – How is New York's garbage disposed of today?

  – Why is a new method of disposal needed?

  – How critical is that need? Explain.

TEACHER NOTES

For a Small Deposit— A Big Return!

Activity Sheet 12

►DIRECTIONS

On July 1, 1983, the New York State Returnable Container Law (formerly known as the "Bottle Bill") went into effect. Read the following "Questions and Answers for Consumers" to find out how the law works.

Q. What container and beverage types are included in the law?
A. The Returnable Container Law applies to all cans, glass bottles and plastic bottles of up to one gallon containing carbonated soft drinks, beer and ale, carbonated water or mineral water. It does *not* apply to containers of pure fruit juice, milk, chocolate drinks, or to alcoholic beverages other than beer or ale.
Q. How much deposit is required by law?
A. The minimum deposit required by law is five cents. Any deposit above that amount is determined by the beverage manufacturer and is written on the container.
Q. Who charges the deposit to the consumer?
A. The retailer charges the deposit when the consumer makes the purchase. The term "retailer" applies to supermarkets, delis, grocers, take-out food stores, street vendors and beverage vending machines.
Q. How is the deposit refunded, or given back, to the consumer?
Q. Any retailer who sells the same brand, type and size of container will refund the deposit, in cash, when empties are returned. You do not need to return empties to the same retailer who sold them.
Q. In what condition must empties be returned?
A. No broken bottles or flattened cans can be returned. Returned containers must be free of liquid or debris (such as straws, cigarette butts, etc.). You must be able to see the brand name and deposit label. Containers need not be washed—although it is good to wash them, if possible.
Q. How many containers may be returned at one time?
A. Any number between 1 and 240. However, it will be best for both you and the retailer if you return a few containers each time you shop.
Q. What does the retailer do with the empty containers?
A. The retailer sorts containers by brand, type and size and returns them to the distributor for deposit refund.
Q. How does a vending machine return a deposit?
A. The machine must show a sign telling where containers may be returned.
Q. May minors return beer and ale containers?
A. Minors may return beer and ale containers at any location where minors are allowed to enter.

►ACTIVITY

If people return their bottles and cans, this will have many good effects. Answer the following questions which are all about the effects of the Bottle Law.

1. If people return their bottles and cans, what effect will this have on the cleanliness of our streets? _____

_____

2. If people return their bottles, what effect will this have on our landfills and incinerators? _____

_____

3. Americans today are trying to save on the use of energy. What effect will the increased recycling of glass, plastic and metals have on our use of energy? _____

_____

Activity Sheet 12

►PERFORMANCE OBJECTIVES

Students will be able to:

- explain how the New York State Returnable Container Law works.
- analyze the benefits for New York of compliance with the Returnable Container Law.

►SUGGESTIONS TO TEACHER

- On July 1, 1983, New York became the ninth state in the nation to have a returnable container law. By familiarizing themselves with how the law works, students will come to appreciate its important benefits for New York, namely:

  – Cleaner streets, parks, beaches, and roadways.

  – Less waste going to over burdened landfills and incinerators.

  – Increased recycling of glass, plastic and metals, resulting in energy conservation and new jobs.

- After students read and complete the activity, review their work.

- As a follow-up, have students explain their answers to the following questions:

  – How does the New York State Returnable Container Law work?

  – Why do you think this law was passed? For the small deposit consumers must pay, how big is the return?

  – Do you return your bottles and cans?

  – Would more New Yorkers return their bottles and cans if they knew the benefits for the City?

►SUGGESTED ACTIVITY

- Students might ask the managers of their local groceries or supermarkets whether consumers are following the law. Are more people returning their containers today than when the law first went into effect? Do people seem to understand the law? Do they return the right types of containers? Do they know that they do not have to return containers to the same retailer who sold them. Are the containers returned in good condition, as the Law requires?

TEACHER NOTES

Interview With a "San-Man"

Activity Sheet 13

►DIRECTIONS

Read the following interview with a Department of Sanitation worker.

►ACTIVITY

In the space provided, write one question you would like to ask the San-Man. Exchange papers with a partner who will answer your question as he/she thinks a San-Man would. You will do the same on your partner's paper.

INTERVIEWER: Why did you become a sanitation worker?

SAN-MAN: Like many men faced with the choice of a career, I sought a job that would give me ample benefits plus security. I saw a sanitation job as pretty secure. The pay was good. As of July 1984 the salary started at approximately $20,000 and would reach approximately $25,000 in three years. Above all, you get a good feeling knowing you've done something for New York. After all, what would the city do without us?

INTERVIEWER: What are the major difficulties of your job?

SAN-MAN: Collecting garbage is a hard job. It becomes even harder when citizens are inconsiderate. For example, many New Yorkers do not put their garbage out correctly. Having to pick up garbage that has overflowed from containers slows us down. Also we get hurt when people don't pack broken glass in something before throwing it away.

And, of course, everyone complains about the San-Man. They complain that their streets aren't clean, but they don't move their parked cars to the other side of the street so our sweepers can get through. People blame us for the garbage left out on sidewalks by stores and restaurants. They don't realize that it isn't our job to pick up that garbage. Business owners must arrange with private firms to have their garbage picked up.

INTERVIEWER: You sound angry with your fellow New Yorkers. Are you?

SAN-MAN: Well, New York is my city too. I spend eight hours a day as a San-Man. For the other 16 hours, I am a husband, a father, a citizen. I am just as concerned as the other guy about the quality of education in our city, the crime rate, and rising prices.

And I am concerned about the quality of the environment in which my children are growing up. I see first hand how New Yorkers, both deliberately and not deliberately, pollute that environment. It makes me mad that my fellow New Yorkers could care so little about their own neighborhoods – my neighborhood.

INTERVIEWER:_____

_____

SAN-MAN: _____

_____

Based on statements found in Rona Beame, *What Happens to Garbage*, Julian Mossner, New York, 1975, pp. 18, 21. "Nobody Loves a San-man," *New York News*, June 10, 1973.

Activity Sheet 13

►PERFORMANCE OBJECTIVES

Students will be able to:

- compare and contrast the attractions of sanitation work with the difficulties.
- recognize how citizens' lack of consideration for the San-Man makes his job that much more difficult.

►SUGGESTIONS FOR TEACHER

- By reading this fictional interview, which is actually a composite of real sanitation workers' statements, it is hoped that students will come to empathize with the San-Man as a respectable worker, a family man, a fellow New Yorker who tries to do what many see as an impossible and thankless job.

- After students read and complete the activity, have them explain their answers to the following questions:

  – What story does this "interview" tell about the life of a San-Man?

  – What would make someone want to do sanitation work?

  – What are the difficulties of sanitation work?

  – According to this San-Man, how does the public view his job?

  – If people had more consideration for sanitation workers, would their job be easier?

  – From this interview, did you learn anything *new* about sanitation workers? Explain.

TEACHER NOTES

Fixing Responsibility!

Activity Sheet 14

►ACTIVITY

In the picture below are several violations of health and sanitation codes. Make a list of as many violations as you can find. Next to each, fill in the person or factor which you feel is to blame. Then fill in the person or factor which can help solve the problem. The first two are done for you.

Health and Sanitation Code Violation	Who or what is to blame?	Who or what can help it?
uncovered garbage can	homeowner neglect	care by homeowner
abandoned mattress	outsider	Department of Sanitation

►ACTIVITY

• The Mayor of New York City has said: "Sanitation workers doing their very best would be worth twice as much if the average citizen would stop messing up our city by throwing litter and walking away from it."

1. In your own words, what is the Mayor saying? _____

_____

_____

2. What do you think about this statement? _____

_____

_____

Activity Sheet 14

►PERFORMANCE OBJECTIVES

Students will be able to:

- analyze the sources of dirt and disorder in New York City.
- assess the role of citizens and municipal workers in relieving the problem of dirt and disorder.

►SUGGESTIONS TO TEACHER

- It is hoped that in discussion the class will realize that no one person or group of persons can bear the brunt of responsibility for our city's sanitation problems – rather we are all responsible. Litter is there because citizens are careless. It can only be solved by people caring.

- After students complete both parts of the activity, review their work. Then have students explain their answers to the following questions:

  – Who is to blame for the dirt in New York City?

  – Is any one person or group to blame?

  – Can the Department of Sanitation alone do the job of keeping New York clean?

  – Why do some New Yorkers care so little about keeping the city clean?

  – Can the poor attitudes some New Yorkers have toward keeping the city clean be changed? Explain.

►SUGGESTED ACTIVITIES

- Students can organize an assembly program around the "We Care About New York" theme. The Department of Sanitation, Public Relations & Education will participate in this level of assembly. Call 686-9300.

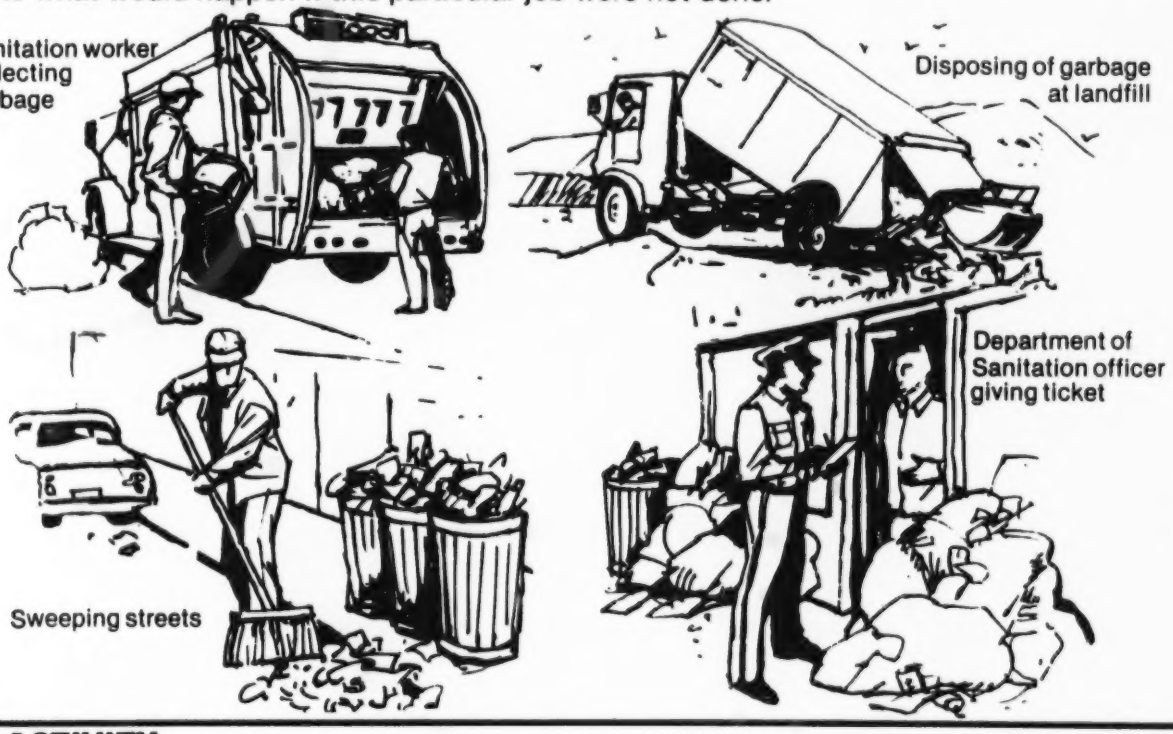
TEACHER NOTES

Secondary School Activities

The Sanitation Worker

►ACTIVITY

Look at the pictures below. All are of sanitation workers doing their job. On separate paper write what would happen if this particular job were not done.


Sanitation worker collecting garbage
Disposing of garbage at landfill
Department of Sanitation officer giving ticket
Sweeping streets

►ACTIVITY

Below are five questions. Each question is followed by a continuum on which five different responses are possible. Circle the number on each continuum which best reflects your answer to the question.

1. How difficult do you think the job of a sanitation worker is?

1	2	3	4	5
Very easy				Impossibly hard

2. How much pay do you think sanitation workers should receive?

1	2	3	4	5
Very low pay				Very high pay

3. How important is the role of the sanitation worker to the people of New York City?

1	2	3	4	5
Not important at all				Extremely important

4. How vital is citizen cooperation to the work of the Sanitation Department?

1	2	3	4	5
Doesn't matter at all				Very vital

5. How would you feel about being a sanitation worker?

1	2	3	4	5
I'd never consider it				I'd be proud to do the job

Activity Sheet 1

►PERFORMANCE OBJECTIVES

Students will be able to:

- explain what would happen without particular sanitation services.
- identify their own attitudes toward sanitation work.

►SUGGESTIONS TO TEACHER

- Volunteers can read their lists of what would happen without the sanitation services pictured here. Lead students to predict consequences to health, to transportation, to the economic life of the city. Some students may want to draw their own illustrations. Students might be asked to write descriptions or short narratives about what New York City would be like without the services of sanitation workers.

- After students complete the second part of the activity, poll them on each question and tally the results. You might want to repeat this activity at the conclusion of the unit, checking whether attitudes have changed as a result of studying the Department of Sanitation and its work.

- As a follow-up to this activity, have students explain their answers to the following questions:

  – In general, how do New Yorkers regard the job of sanitation worker?

  – In what ways can citizens cooperate with the Sanitation Department?

►SUGGESTED ACTIVITIES

- Interview a sanitation worker about the problems of keeping streets clean.

- Invite a representative of the Department of Sanitation to speak about the work of its various services. To arrange for a visit to your school, contact the Speakers Bureau, The Office of Public Relations and Education, Department of Sanitation, phone: (212) 686-9300.

TEACHER NOTES

Sanitation in Early New York

Activity Sheet 2

►DIRECTIONS

Read the following description* of sanitary conditions in New Amsterdam – the name given by its Dutch settlers to the city which later became New York.

June 15, 1660

Dear Diary,

Having been vexed for years by pigs roaming at will through the streets of our village, my patience reached its limit today. The hogs belonging to Sheriff Anthony destroyed my orchard, and I filed a complaint with the Mayor's Court. Frankly, I am not very hopeful that my complaint will be satisfied.

Mayor Peter Stuyvesant and his Court refuse to banish swine from the streets of New Amsterdam. This is due to the fact that many townspeople want their hogs to forage for themselves and thus spare them the cost of providing feed. Also, regarding their hogs as good scavengers, they refuse to go to the trouble and expense of building pens for them.

Can you imagine! Using pigs to eat the waste matter strewn in the streets! There has to be a better way to clean up the streets of new Amsterdam. To do just this, three years ago the authorities passed several ordinances. One forbade the throwing of "any rubbish, filth, oyster shells, dead animals or anything like it" into either streets or rivers. Another placed responsibility for the condition of streets in front of a dwelling on the individual householder. Still another ordinance condemned all privies, or outhouses, opening onto the streets and ordered them removed.

However, as my fellow burghers seem to be lacking in public consideration, violations of these laws are frequent. Just yesterday in the town newspaper I read of one John Sharp who was haled into Court for gathering rubbish and casting it in the street before his neighbor's house. And even the most unsanitary townsman thinks particularly obnoxious the problem of the village butchers who continue to throw their garbage into the streets.

Sometimes I get so disgusted with the filth and the roaming pigs of New Amsterdam that I think of moving to another New World village—Boston, Philadelphia or even Charlestown. But, alas, I am told that sanitary conditions in these towns are even worse than in New Amsterdam! Is there no solution to this problem? Hans

►ACTIVITY

Use the chart below to compare and contrast sanitation in seventeenth century New Amsterdam with sanitation in twentieth century New York City. Write at least two similarities and two differences in the spaces provided.

SANITATION IN NEW AMSTERDAM AND MODERN NEW YORK CITY

SIMILARITIES	DIFFERENCES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

*Based on information found in Carl Bridenbaugh, *Cities in the Wilderness*, New York, Capricorn Books, 1938, pp. 18, 85-86.

Activity Sheet 2

►PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast sanitation in seventeenth century New Amsterdam with sanitation in twentieth century New York.

►SUGGESTIONS TO TEACHER

- This fictitious diary description is based upon historical fact. After reading it, students should appreciate the differences between sanitation as practiced in New Amsterdam and sanitation in New York City today (e.g., pigs used as scavengers, butchers throwing their garbage into the streets). Students should also recognize the similarities (e.g., the existence of laws prohibiting the throwing of refuse into the streets and frequent violations of these laws.)

- After students read and complete the chart, have them explain their answers to the following questions:

  – What story does this "diary entry" tell about sanitary conditions in old New York?

  – Would you have liked to live in New Amsterdam? What would walking through the town's streets have been like? What would you have seen? Smelled?

  – Why do you suppose the citizens of New Amsterdam allowed these unsanitary conditions? (Students should realize that these conditions were standard in the Old World from which the burghers had come and that the technology of the seventeenth century did not allow for other options.)

TEACHER NOTES

History of the New York City Department of Sanitation

Activity Sheet 3

►DIRECTIONS

Read the following headlines which reflect the history of New York City's Sanitation Department.

►ACTIVITY

Look into the future and write your own headlines about sanitation in New York City for the years 1990 and 2000.

SANITATION SENTINEL

1650-2000

1657——City Law Requires Each Householder to Clean Street in Front of His Own Home.

1850—City Hires Private Contractors to Remove Ashes, Garbage and Rubbish and to Keep Streets Clean of Horse Droppings.

1881—First New York City Department of Street Cleaning Created—Responsible for Keeping Manhattan, Bronx and Brooklyn Streets Clean.

1885——Steel Horse-Drawn Carts Introduced for Collecting Household Refuse.

1900—Sea Dumping Discontinued During Summer Months. Ashes, Sweepings and Rubbish Used in Landfills.

1909——Horse-Pulled Snowplows Introduced.

1913——First Motorized Trucks Purchased for Refuse Collection.

1926——Thirteen Incinerators Burning Garbage in Five Boroughs.

1929——Department of Sanitation Comes Into Existence With Joining Together of the Old Department of Street Cleaning and the Queens and Richmond Street Cleaning Divisions.

1934——United States Supreme Court Prohibits Dumping of Garbage at Sea After July 1, 1934.

1934——Wire Baskets on Sidewalks Introduced For Litter.

1940—Committee of Experts Concludes New York City's Landfills Do Not Endanger the Public Health.

1950——Alternate Side Parking Begins on Manhattan's Lower East Side to Permit Efficient Mechanical Street Cleaning.

1975——City's Budget Crisis Results in Decreased Sanitation Services—Fewer Workers, Reduced Collections, Dirtier Streets.

1979——Pelham Bay Landfill in the Bronx Reaches Its Capacity and Closes. Sanitation Department Announces All Existing Landfills Scheduled to Close by 1985.

1984——City Announces Plan to Burn 70% of New York's Garbage in Resource Recovery Plants. Eight Plants Would Generate 350 to 400 Million Watts of Electricity A Day.

1990— _____

_____

2000— _____

_____

Activity Sheet 3

►PERFORMANCE OBJECTIVES

Students will be able to:

- trace and explain the changes in technology employed over the years by the Department of Sanitation.
- predict some new forms of sanitation technology.

►SUGGESTIONS TO TEACHER

- This activity explores the evolution of the New York City Department of Sanitation and the different technologies it has employed through the years. After students read and write their own prophetic headlines, have volunteers read theirs aloud. Ask students to explain their predictions. Are they optimistic or pessimistic about the future of sanitation in New York?

- As a follow-up to this activity, have students explain their answers to the following questions:

  —How has sanitation in New York City changed over the years?

  —Why do you think a Department of Street Cleaning was created in 1881 and the modern Department of Sanitation was created in 1929?

  —How has the technology (methods and tools) used to clean up New York changed over the years?

  —How would you account for these changes?

►SUGGESTED ACTIVITY

- Students might interview senior citizens about sanitation in New York City when they were children. Do they recall the first motorized sanitation trucks? Do they remember having to dispose of the ashes which resulted from burning coal to heat apartments?

TEACHER NOTES

The Department of Sanitation in New York City's Government

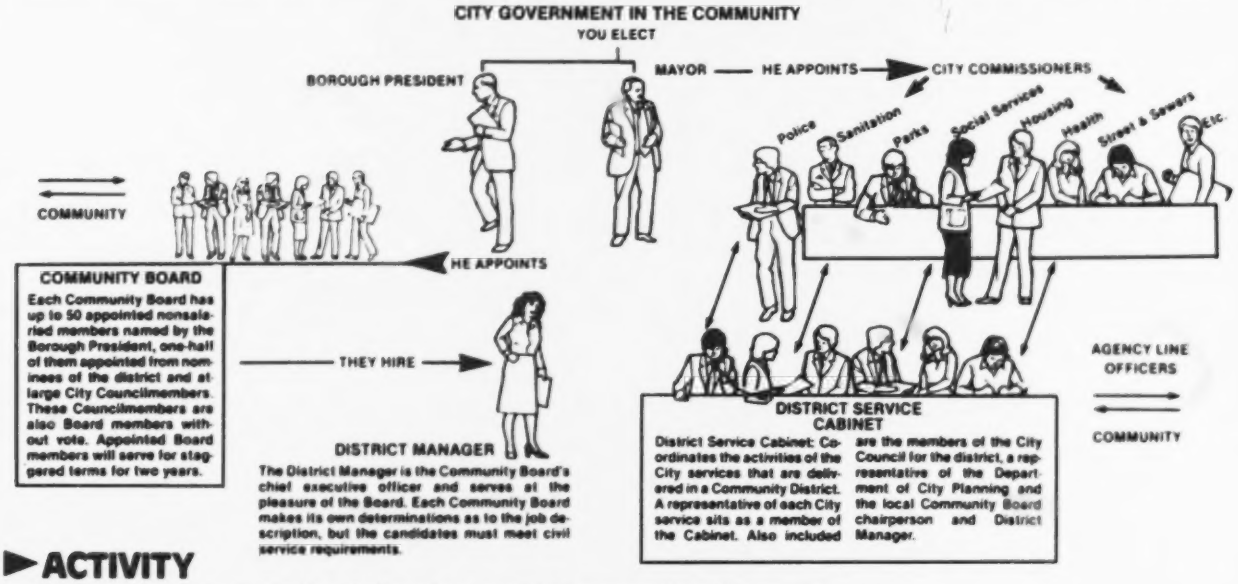
Activity Sheet 4

►ACTIVITY

Examine the following diagram carefully. Read the explanations.

The government of the City of New York is organized to make delivery of services, like police and sanitation, especially responsive to the needs of citizens. As the diagram below shows, citizens, or voters, have some influence over the Department of Sanitation by virtue of the fact that they elect the Mayor, who, in turn, appoints and may remove the various Department Commissioners.

But this is not the only way citizens can have input into the Department of Sanitation's delivery of services. Every neighborhood in the City has a Community Planning Board. New York City is divided into 59 planning districts, each of which has a board of about 40 to 50 volunteers who make decisions about the neighborhood. One of the decisions made by the Community Planning Board concerns how best to keep the neighborhood clean. An agency official from the Department of Sanitation sits on each Planning Board's District Service Cabinet.


CITY GOVERNMENT IN THE COMMUNITY
YOU ELECT
BOROUGH PRESIDENT
MAYOR
HE APPOINTS
CITY COMMISSIONERS
Police
Sanitation
Parks
Social Services
Housing
Health
Street & Sewers
Etc.
COMMUNITY
HE APPOINTS
COMMUNITY BOARD
Each Community Board has up to 50 appointed nonsalaried members named by the Borough President, one-half of them appointed from nominees of the district and at-large City Councilmembers. These Councilmembers are also Board members without vote. Appointed Board members will serve for staggered terms for two years.
THEY HIRE
DISTRICT MANAGER
The District Manager is the Community Board's chief executive officer and serves at the pleasure of the Board. Each Community Board makes its own determinations as to the job description, but the candidates must meet civil service requirements.
AGENCY LINE OFFICERS
COMMUNITY
DISTRICT SERVICE CABINET
District Service Cabinet: Coordinates the activities of the City services that are delivered in a Community District. A representative of each City service sits as a member of the Cabinet. Also included are the members of the City Council for the district, a representative of the Department of City Planning and the local Community Board chairperson and District Manager.

►ACTIVITY

Base your answers to the following questions on the diagram.

1. Which two government officials, shown on this diagram, are directly elected by New York City citizens? _____

2. To whom is the Mayor responsible? _____

3. To which individual or groups is the Community Planning Board responsible?

_____

4. One member of the District Service Cabinet answers questions about sanitation. What City agency does this person work for?

_____

5. If you wanted to make a complaint about a dirty lot in your neighborhood, to whom would you make it? _____

Activity Sheet 4

►PERFORMANCE OBJECTIVES

Students will be able to:

- interpret a diagram showing New York City government in the community.
- explain how citizens can have access to and influence in the delivery of the Department of Sanitation services.

►SUGGESTIONS TO TEACHER

- You may want to trace with students the flow of power and responsibility in New York City's government. Be sure students understand the significance of the arrows, which show the directions in which power and responsibility flow.

- After students understand the diagram and complete the activity, review their work. Then have students explain their answers to the following questions:

  – What does this diagram show about New York City government and the Department of Sanitation?

  – Why do you suppose New York City set up 59 Community Boards with representatives of City agencies sitting on the District Service Cabinet of every one?

  – How accessible is the Department of Sanitation to citizens? Does the organization of City government encourage or discourage citizen involvement in their communities?

  – Can you think of some examples of community problems involving sanitation that the representative of the Department of Sanitation on a District Service Cabinet might be asked to solve?

  – How aware is the average New Yorker that his or her neighborhood has a Community Board and that its District Service Cabinet coordinates the activities of City services, like sanitation, that are delivered in that district?

  – Would more New Yorkers take an active interest in the sanitation of their neighborhoods if they realized that the Department of Sanitation is accessible to them? Why or why not?

►SUGGESTED ACTIVITIES

- You might invite a representative of your Community Planning Board to speak about the sanitation related decisions they are currently involved in. The class should develop a list of questions which they could give to the speaker.

TEACHER NOTES

The Costs of Dirtying New York

Activity Sheet 5

►ACTIVITY

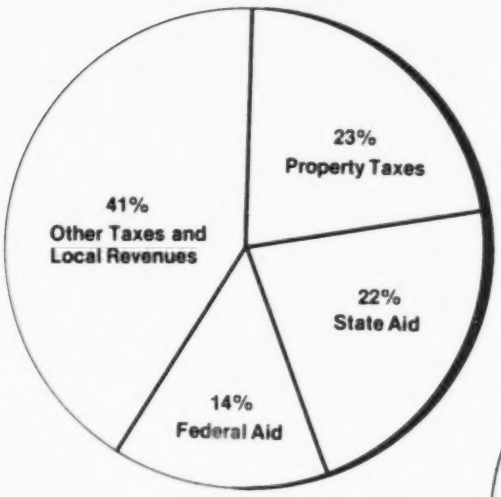
Examine the two graphs below which show from where the money spent by New York City's government comes and where that money goes.

►ACTIVITY

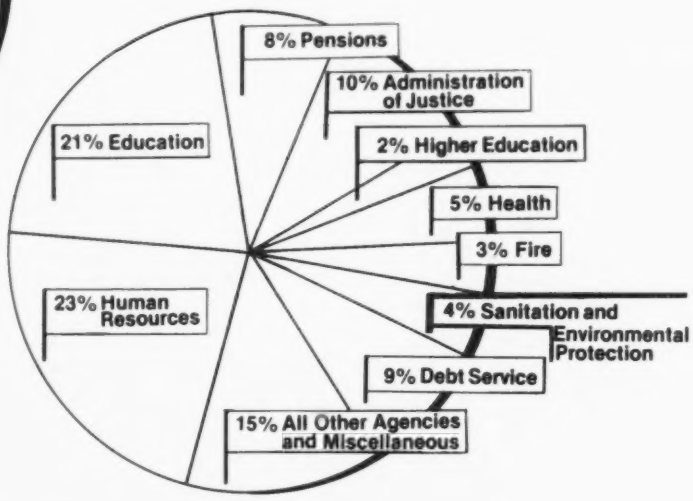
Answer the questions which follow the graphs. Use the spaces provided.

WHERE THE MONEY COMES FROM; HOW WE PLAN TO USE IT

1985 REVENUES



1985 EXPENDITURES



►ACTIVITY

- What percentage of New York's money is raised in the City itself? _____

From where does most of that money come? _____

- What is the source of the money given to the City in state and federal aid?

_____

- What percentage of the City's budget will be spent on Sanitation and Environmental Protection? _____

***Budget Summary*, The City of New York, Executive Budget, Fiscal Year 1985, Office of Management and Budget, p. 2.**

Activity Sheet 5

►PERFORMANCE OBJECTIVES

Students will be able to:

- interpret graphs showing 1985 revenues and expenditures.
- recognize that their parents' taxes (and, if they work, their own income taxes) pay the cost of cleaning up New York.

►SUGGESTIONS FOR TEACHER

- How many people realize that when they throw an empty coffee container out of a car window or leave a newspaper on a park bench, they themselves will pay the cost of cleaning up that debris? Every New Yorker pays for City services through his taxes: sales tax, income tax, and real estate tax. Some of the taxes he pays to the state and federal governments come back to the city in the form of aid.

- After students examine the graphs and complete the activity, review their work. Then have students explain their answers to the following questions:

  —Who pays for New York City services?

  —Who is paying the cost of picking up the empty potato chip bag or the empty can thrown on the street?

  —How are taxes affected when littering increases? When littering decreases?

  —Do you think the taxpayer has the right to be indignant about the littering habits of his fellow citizens? Explain.

TEACHER NOTES

Sanitation Do's and Don'ts

Activity Sheet 6

►DIRECTIONS

Read below the provisions of the Administrative Code of the City of New York that apply specifically to littering and related laws governing community cleanliness.

►ACTIVITY

Mark with an X the three laws you consider **most** important. Mark with an O the three laws you think **least** important. Be prepared to defend your choices.

SIDEWALKS AND STREETS

Dirty Sidewalks (Sec. 755(2)-7.0(2)

☐ Sidewalks along the building or business frontage and sides must be kept clean at all times. Sweepings must be picked up and deposited in suitable containers for collection.

Dirty Gutters (Sec. 755(2)-7.0(2)

☐ The gutter area 18 inches from the sidewalk into the street along the building or business frontage must also be kept clean. Sweepings must be picked up and deposited in suitable containers for collection.

Sidewalk Obstruction (Sec. 755(2)-7.0(2)

☐ Sidewalks are required to be free of obstructions to the free flow of pedestrian traffic. Persons or businesses in control of the adjacent premises are responsible for keeping the sidewalk clear of all obstructions which may impede pedestrian traffic. Illegal obstructions may include, among other things, refuse, refuse containers, merchandise, bins, racks, and other items stored or displayed on the public sidewalk.

LITTERING

Throw Out or Dumping (Sec. 755(2)-7.0(1)

☐ Litter, garbage, cans, ashes, rubbish or broken glass must not be thrown or dumped onto sidewalks, streets, areaways, yards, lots or any public place. Throwing refuse out of windows is also a violation.

Littering is also prohibited by the City's Administrative Code, Section 755 (2)-7.0, as follows:

It is illegal for anyone to litter, sweep or throw any material (such as ashes, garbage, paper, dust or other refuse or rubbish) into any public street or place, vacant lot, air shaft, areaway, backyard or court. In addition, no person should allow anyone under his control (agent or employee) to perform a littering violation.

LOTS, YARDS, & AREAWAYS

Lots (Sec. 755(2)-7.0(2)

☐ An owner, lessee or manager of a vacant lot is responsible for its cleanliness and must see that there is no accumulation of rubbish, water or offensive material.

DOGS

Canine Waste (State Public Health Law 1310)
Unleashed Dogs (Sec. 161.05)

☐ On August 1, 1978, a new law went into effect requiring all dog owners to clean up after their pets. Violation of this law is punishable by fines of up to $100.

Only handicapped persons who own seeing-eye guide dogs are exempt from the new law.

Also, dogs must be leashed and walked in the gutter.

You must remember that it is no longer just a courtesy to clean up after your dog . . . it's the law.

CONTAINERS

(Sec. 755(2)-7.2(E)

Proper Use

☐ Sanitation litter baskets are designed for the use of passing pedestrians. They are intended as containers for scrap paper, newspapers, candy wrappers, cigarette packages, fruit skins and similar light refuse.

Litter baskets are *NOT* intended for household refuse or for the use of nearby property owners, tenants or storekeepers, who are required by law to provide their own containers.

Material Put Out for Collection

☐ Containers for garbage, refuse and ashes must be kept within the building or in the rear of premises until time for removal. They must then be placed on the sidewalk close to the building. (See section on "Sidewalk Obstructions.")

Sufficient Containers (Sec. 755(2)-7.2(A)

☐ All garbage containers must be in good repair. Broken ones which may leak, permit litter to escape or which might injure people handling them must be replaced.

Covered Containers (Sec. 755(2)-7.2(A)

☐ Garbage containers must be covered at all times with tight-fitting covers. (Keep refuse four inches below top of container to prevent spilling.)

Loose Rubbish (Sec. 755(2)-7.2(D)

☐ All newspapers, loose paper, rubbish and rags must be tied securely before being put out for collection as excess.

MISCELLANEOUS

Interfering with Sanitation Department Work (Sec. 755(2)-7.0(7)A)

☐ Sanitation Department employees must not be obstructed when they are sweeping or cleaning a street or removing ashes, garbage, rubbish, snow or ice.

Spilling from Truck (Sec. 755(2)-7.0(4)

☐ No person in control of a vehicle shall permit any litter or other material to scatter, drop or spill from such vehicle.

Dust Flying (Sec. 755(2)-7.0(3)

☐ No mop may be shaken nor carpet beaten so that litter or dust is created.

Reasonable precautions must be taken to prevent the scattering or blowing about of lime, ashes, coal, sand, hair, feathers or similar substances likely to be blown by the wind.

Alternate-Side-of-the-Street Parking Regulations (Traffic Regulations TR 80C)

☐ Cars must be moved as "alternate side" parking signs indicate, so that the Sanitation Department can clean streets with mechanical sweepers. This also applies to the no-parking regulations in metered areas.

ICE AND SNOW ON SIDEWALKS

This is covered by the Administrative Code as follows:

☐ Every owner, lessee, tenant, occupant or other person having charge of any lot or building must clean snow or ice from the sidewalk within 4 hours after snow has stopped falling, or by 11:00 a.m. if snow has stopped falling after 9:00 p.m. the previous evening. (Sec. 755 (3)-2.0a)

If snow or ice becomes frozen so hard that it cannot be removed, the sidewalk must be strewn with ashes, sand, sawdust or similar suitable material. The same previously mentioned four-hour time limit applies here. The sidewalk is to be thoroughly cleaned as soon thereafter as the weather permits. (Sec. 755(3)-2.0b)

Activity Sheet 6

►PERFORMANCE OBJECTIVES

Students will be able to:

- explain the legal do's and don'ts of sanitation in New York City.
- evaluate the importance of particular sanitation related City laws.

►SUGGESTIONS TO TEACHER

- As they try to pick out the three most important sanitation laws and the three least important, students will realize the extreme difficulty of rank ordering the Sanitation Enforcement Codes. All of the laws are important; none are unimportant. (However, depending on the student's own neighborhood, some may *seem* more important to some individuals.)

- After students complete the activity, have volunteers state and explain their choices of most important and least important laws. Encourage argument; then elicit from students the conclusion that every one of the sanitation related codes is important on a citywide basis.

- Have students explain their answers to the following questions:

  —What are the do's and don'ts of sanitation in New York City?

  —Why has each of these do's and don'ts been written into law?

  —What would be the consequences if any one of these laws was eliminated?

  —Why is it a law that containers for garbage must be put out on the sidewalk only at collection time?

  —Why is it a law that all garbage containers must be in good repair and that lids must fit tightly?

  —Why is alternate-side-of-the-street parking the law?

  —Would New Yorkers follow these do's and don'ts if they were not written into law?

►SUGGESTED ACTIVITY

- Have students roleplay an infraction of the Code, followed by the issuing of a summons by a Department of Sanitation officer and a subsequent hearing on the case.

TEACHER NOTES

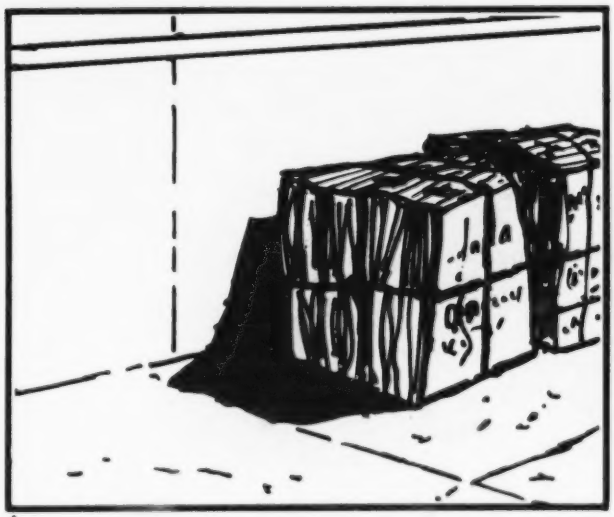
Put the Lid on It!

►DIRECTIONS

Can you discover the sanitation violations? Some of the pictures below show violations of the Enforcement Codes and some of them show the correct way to dispose of trash. Study the pictures. Can you identify the correct and incorrect methods?

►ACTIVITY

Under each picture, write any sanitation violations that you can find. If you cannot find any violations, explain briefly why the picture shows the correct way to dispose of trash.



1

2

3

4

Activity Sheet 7

►PERFORMANCE OBJECTIVES

Students will be able to:

- identify examples of sanitation violations as well as the correct way to dispose of trash.
- recognize that sanitation problems are also health problems.

►SUGGESTIONS TO TEACHER

- The photograph numbers and corresponding rights and wrongs are:

  1. Picture shows the right way to dispose of newspapers, loose paper, etc., by tying them securely before putting them out for collection.

  2. Container lids are missing or do not fit; garbage is spilling out onto the street; some trash is neither bagged nor in a receptacle.

  3. Containers are overloaded; lids are missing; garbage is obstructing the sidewalk.

  4. Picture shows the right way to dispose of trash. City approved plastic bags are tied securely and placed at curb – not obstructing the sidewalk.

- Have students explain their answers to the following questions:

  – What effect does improperly discarded trash have upon a neighborhood?

  – How might improperly discarded garbage create health problems?

  – What do you think should be done about improperly discarded trash in your neighborhood?

►SUGGESTED ACTIVITIES

- Have students, alone or in small groups, tour the neighborhood and see whether they can identify trash that is properly and improperly disposed of.

- Invite a representative of the Health Department to speak about health code violations related to sanitation.

- Citizens can call their sanitation related complaints into the Sanitation Action Center, a unit of The Community Services Division, Department of Sanitation. Phone: (212) 334-8590. All valid complaints are directed immediately to a Sanitation District officer for correct action.

TEACHER NOTES

A Litterbug Checklist

Activity Sheet 8

►ACTIVITY

Below is a checklist of some everyday litter found in the streets and public buildings of New York City. Make a mental list of your own activities during the past seven days (hanging out, movies, studying, snacking). In those seven days you have probably been a litterbug on a few occasions. Next to each littering item, estimate the number of items for which you personally have been responsible. This is an anonymous exercise, so be honest!

- ☐ Number of soda cans dropped on the floor
- ☐ Number of soda cans dropped inside public buildings
- ☐ Number of pieces of gum stuck under chairs
- ☐ Number of paper bags of garbage dropped outside the garbage can
- ☐ Number of candy wrappers dropped on floors
- ☐ Number of newspapers left on bus or subway seats
- ☐ Number of pizza crusts dropped in the street
- ☐ Number of dog messes left on the sidewalk

►ACTIVITY

When you have filled in all the boxes, fold up your paper and hand it into the class "data collector." Make sure you do not write your name on the paper. This is an anonymous exercise.

The class "data collector" will compile a class list of litter and post the results on the board.

When he/she is finished, you will be asked to discuss the implications of these figures for your neighborhood and city.

Activity Sheet 8

►PERFORMANCE OBJECTIVES

Students will be able to:

- analyze their own littering habits.
- recognize that litter is cumulative in its effect.

►SUGGESTIONS TO TEACHER

- Be sure to let the class know that the purpose of the activity is not to find out who litters, but to see the effect of littering by one class. Impress on the students the importance of really trying to recall how often they chew gum, how often they drink soda, how often they have put out the garbage, and estimating how many times they have not properly disposed of the waste.

- The summary of this activity could be to have the class figure out the numbers for each type of litter, multiply first by the number of classes in the school, then by the number of schools in the district, and then by the city—32 districts, 100 high schools.

- A committee could make a table presenting the figures with picture illustrations, showing how litter adds up.

- As a follow-up, have the students explain their answers to the following questions:

  —From this activity, what can we conclude about the impact on New York City of one person's littering?

  —Does your improperly discarded candy wrapper and soda container really matter?

  —What is the effect on the city if individual New Yorkers think their improperly discarded cans and candy wrappers do not matter?

►SUGGESTED ACTIVITES

- Students could interview members of the custodial staff to find out the difficulties of keeping a school clean.

- They might also formulate a questionnaire about litter. They could survey neighborhoods or family members and report the results to the class. Some of the questions in the survey might include:

  —Who is responsible for the litter in the neighborhood?

  —Why do you think there is so much litter?

  —How might people reduce the amount of litter on the streets?

- Another idea would be to develop a school or neighborhood recycling program to collect newspapers, aluminum, metals, and glass.

Why Do People Litter?

Activity Sheet 9

►DIRECTIONS

Read the following story:

It's 8 o'clock on a weekday morning. The scene is a residential block in New York City. Two little children are on their way to school. They stop to write something on a stoop. A lady is walking her dog and walks away leaving the dog mess on the sidewalk. Two high school students come down the street dropping candy wrappers and soda cans as they go. Mr. Giametti is outside his house sweeping and hosing. He is angry at what he sees.

►ACTIVITY

In a small group of six, role play the conversation among Mr. Giametti and the five litterers. Imagine what he would say. Keep in mind that he is a patient man who really wants to talk to them about their littering.

After your roleplaying you may write down the best dialogue that came out of your group . . .

OR

You may write a list of reasons people litter and a list of reasons people do not litter. Your teacher will make some suggestions if you get stuck.

Forces Leading to Littering	Forces Working Against Littering

Which of the forces listed as leading to littering do you believe is the major cause? Why?

Which is the major factor in preventing people from littering? Explain.

Activity Sheet 9

►PERFORMANCE OBJECTIVES

Students will be able to:

- analyze reasons why people do or do not litter.
- propose ideas for preventing littering.

►SUGGESTIONS TO TEACHER

- Asking someone else not to litter is one of the difficult problems in human relations. In many cases people will react with hostility. Still, if the problem is to be solved, people who litter must be made aware that many, many people resent their littering. You may want to discuss this problem with the class beforehand, asking for situations in which someone asked them not to do something and they have complied. Perhaps they have asked someone else not to litter or to pick up something the person has dropped – with successful results. What will avoid a hostile reaction? Obviously, saying something in anger, yelling, ordering, are not approaches that will work. Perhaps saying "you dropped something; I'm sure you didn't want to litter," or "I'll pick this up for you; I really feel upset and angry when there's a lot of litter on a street," would be a good approach. How far you can go depends, of course, on the class and what they have experienced. The roleplay should be helpful in understanding feelings. Be sure to have the litterers reverse roles with Mr. or Mrs. Giametti.

- Some suggestions for the two columns on the activity sheet might be:

Forces Leading to Littering:	**Forces Working Against Littering:**
Thoughtlessness	Wanting a clean city and neighborhood
Not wanting to carry something to a trash basket	Feeling responsible for helping
Feeling someone else can clean the street and sidewalk	Building habits of not littering
Liking to look at a dirty street	Littering is punishable by a fine

- The lists of forces "for" and "against" could be completed in small groups and the class as a whole could decide which ones are major.

- Follow up by having students, as a whole class, explain their answers to the following questions:

  – Would stiffer laws prevent littering?

  – Would more trash baskets prevent littering?

  – Would a spectacular public relations and media campaign reduce littering?

  – What would our city and neighborhood gain by a pattern of reduced littering?

  – What health hazards would be reduced by keeping streets cleaner?

- Finally students might return to their small groups and be asked to develop some concrete ideas for preventing litter.

►SUGGESTED ACTIVITES

- Students can become involved in the "Team Up to Clean Up" program, sponsored by The Office of Public Relations and Education, Department of Sanitation. Phone: (212) 686-9300. This program is a civic awareness experience as well as a contest for schools in New York City which participate on a voluntary basis. Each school works on a theme of anti-litter and thinks in terms of, "We Care about our school," "We Care about our community," "We Care about our city."

The Battle Over Resource Recovery

Activity Sheet 10

►DIRECTIONS

New York City is quickly running out of space to dispose of the 22,000 tons of garbage thrown out every day. Read the following newspaper article which tells about the City's new plan for garbage disposal.

City Plan Lists 8 Sites for Plants To Burn Trash and Make Power

By DAVID W. DUNLAP

To replace the city's dwindling dump sites, the Koch Administration proposes to put garbage-burning incinerators in every borough.

Under the plan, which was sent to the Board of Estimate yesterday, four energy-generating incinerators would be built by 1990—two in Brooklyn, in the Canarsie and Williamsburg sections; one in the Inwood section of Manhattan, and one in the South Bronx.

Four more incinerators, which city officials call resource-recovery plants, would be built by 1996—a second in Manhattan, on the Lower West Side; two in Queens, in College Point and Maspeth, and one on Staten Island at the confluence of Little Fresh Kill and the Arthur Kill.

The Sanitation Commissioner, Norman Steisel, said the eight plants would generate 350 million to 450 million watts of electricity a day or, according to a spokesman for Consolidated Edison, enough power to meet the needs of 150,000 to 200,000 typical residential customers.

Mr. Steisel said that in private meetings earlier this week, the board members expressed reactions that portended a tough battle over what might eventually be a $3 billion program.

"Everyone realizes there are no easy choices," Mr. Steisel said. "Nobody said, 'That's a good plan.' Everybody said, 'Oh my God, are you really talking about doing *that*?'"

Without any new ways to get rid of more than 26,000 tons of garbage that New York throws away every day, Mr. Steisel said, the city's landfill capacity will be exhausted in 18 years.

70% Can Be Burned

Nearly 70 percent, or about 17,850 tons a day, of the city's garbage is burnable. All eight incinerators could, together, burn that amount, Mr. Steisel said.

Perhaps the greatest difficulty in developing the plan was choosing the sites, particularly in the face of what Mr. Steisel said were "many legitimate local neighborhood concerns," among them the contention that the plants would produce pollution.

"There is no site without opposition," Mr. Steisel said. The agency learned how bitter that opposition could be when it fought with residents of the Williamsburg community and several elected officials over what is to be the first incinerator, in the Brooklyn Navy Yard. Construction of the plant is still under review.

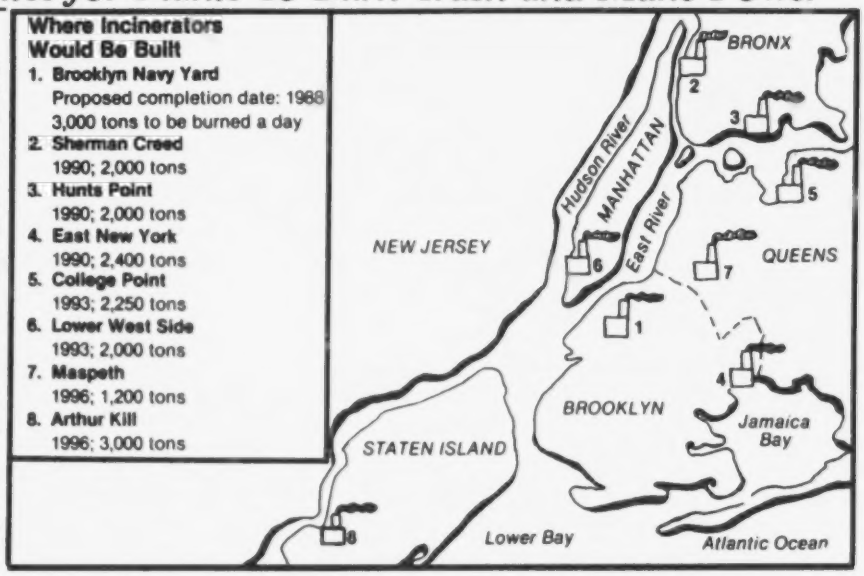
'Dioxin Is the Wild Card'

A private study of whether dangerous levels of the highly-toxic substance dioxin would be created at these plants is under way. The study was commissioned by the Sanitation Department.

"Dioxin is the wild car," Mr. Steisel acknowledged. "But while the study is not completed, from everything I've seen, it will confirm our view—you can't say there are no risks—that the risks are acceptable."

Where Incinerators Would Be Built

1. **Brooklyn Navy Yard**
   Proposed completion date: 1988
   3,000 tons to be burned a day
2. **Sherman Creed**
   1990; 2,000 tons
3. **Hunts Point**
   1990; 2,000 tons
4. **East New York**
   1990; 2,400 tons
5. **College Point**
   1993; 2,250 tons
6. **Lower West Side**
   1993; 2,000 tons
7. **Maspeth**
   1996; 1,200 tons
8. **Arthur Kill**
   1996; 3,000 tons



Called on last summer by the Board of Estimate to produce the report distributed yesterday, the agency found that it was "useful" to devise a city-wide plan, rather than going case by case, Mr. Steisel said.

"One of the things we learned in Williamsburg," he said, "was that people said: 'You're singling us out. After you build a plant in our neighborhood, you're never going to build any more.'

List of the Sites

Indeed, the Sanitation Commissioner said, the "notion of equity—that each borough must share" was among the criteria used to pick these proposed sites, most of which are city-owned, from among 49 possible locations for incinerators.

"There are well over 300 resource recovery facilities operating safely and successfully around the world," Mr. Steisel said in a letter to the Board of Estimate. "The technology has been commonplace for nearly 40 years."

adapted from The New York Times/April 13, 1984, p. A1

►ACTIVITY

In small groups, pretend you are special advisors to the Mayor. Copy the chart below into a notebook and complete it together.

(1) City's new proposed plan for garbage disposal	(2) Advantages	(3) Possible Problems	(4) Your Advice

Activity Sheet 10

►PERFORMANCE OBJECTIVES

Students will be able to:

- recognize the critical nature of the problem of garbage disposal in New York City.
- describe the City's proposed resource recovery plan.
- explain the advantages and the possible problems associated with resource recovery.
- take and defend a position on resource recovery.

►SUGGESTIONS FOR TEACHER

- Sanitation Commissioner Norman Steisel said about the problem of garbage disposal in New York City, "Everyone realizes there are no easy choices." But, as this article points out, time is running out. Without any new ways to get rid of the garbage that New Yorkers throw away every day, the city's landfill capacity will be exhausted in 18 years. An alternative must be found. However, the proposed new resource recovery plants, with their risks of dioxin emissions, remain very controversial.

- Divide the class into small groups. Have them read the article and follow the directions on the activity sheet. Ask representatives of each group to read to the class its "advice." Encourage debate.

- Discussion questions could include:

– How does the City plan to solve the problem of garbage disposal?

– Why is the problem of garbage disposal a critical one today?

– What would be the advantage of resource recovery for the City?

– Why is there opposition to the resource recovery plants?

– Why will the City build the plants in every borough?

– Should the City move forward with resource recovery?

– Should the risk of dioxin emissions be completely ruled out before plans for resource recovery move forward?

►SUGGESTED ACTIVITY

- Students might interview family and friends to find out how they feel about the proposed plants and their locations.

TEACHER NOTES

Interview With a "San-Man"

Activity Sheet 11

►DIRECTIONS

Read the following fictional interview with a San-Man which is based on the statements of several real Department of Sanitation workers.

►ACTIVITY

In the spaces provided, write a question you would like to ask a San-Man. Exchange papers with a partner who will answer your question as he/she thinks a San-Man would. You will do the same on your partner's paper.

INTERVIEWER: The Sanitation man's job is not exactly what you would call a prestige position. What made you become a San-Man?

San-Man: Most sanitation jobs are civil service, and therefore pretty secure. There is a promotional ladder in the Department; you can take tests and move up to a higher position. The job of a San-Man pays well. When I came on the force, the salary started at about $20,000 and would reach $25,000 in three years. Fringe benefits are excellent. Above all, the job is seldom boring. You're doing something different all the time. You juggle the cans for awhile, then you drive the truck for awhile, then you take it to the incinerator or the garbage scow or the landfill – it's a nice full day. Also, you get a good feeling knowing you've accomplished something. After all, what would the city do without us?

INTERVIEWER: What are the major difficulties of your job?

SAN-MAN: Collecting garbage is a hard job – made even worse by the public's lack of cooperation. For example, many New Yorkers do not put their garbage out correctly. This slows us down. People don't think about the fact that we often get sick and hurt when they don't bother to pack broken glass, sharp metal, needles and the like, in something sturdy before throwing these dangerous items away.

And, of course, everyone complains about the San-Man. They complain that their streets aren't cleaned properly; but don't stop to consider the fact that their illegally parked cars have blocked our sweepers. People complain about the garbage left out on the sidewalks by restaurants and stores, but they fail to realize that collecting the garbage of private concerns isn't our responsibility. These businesses must arrange with private firms for pick-ups.

Most infuriating are the complaints about loafing on the job we get when we sit in our trucks or on the curb eating lunch. The fact is that restaurant owners do not want a Sanitation truck parked in front of their places. And they sure as heck don't want to look down their counters and see the guys in our kind of work clothes sitting there. I guess I can't blame 'em; but it makes things pretty tough.

INTERVIEWER: You sound pretty bitter about your fellow New Yorkers. Are you?

SAN-MAN: Well, New York is my city too. I spend eight hours a day as a San-Man. For the other 16 hours, I am a husband, a father, a citizen. I am just as concerned as the other guy about the quality of education in our city, the crime rate, and rising prices.

And I am concerned about the quality of the environment in which my children are growing up. I see first hand how New Yorkers, both deliberately and not deliberately, pollute that environment. It makes me mad that my fellow New Yorkers could care so little about their own neighborhoods – my neighborhood.

INTERVIEWER:_____

_____

SAN-MAN: _____

_____

Based on statements found in Rona Beame, *What Happens to Garbage*, Julian Mossner, New York, 1975, pp. 18, 21. "Nobody Loves a San-man," *New York News*, June 10, 1973.

Activity Sheet 11

►PERFORMANCE OBJECTIVES

Students will be able to:

- compare and contrast the attractions of sanitation work with the difficulties.
- recognize how citizens' lack of consideration for the San-Man makes his or her job that much more difficult.

►SUGGESTIONS FOR TEACHER

- By reading this fictional interview, which is actually a composite of real sanitation workers' statements, it is hoped that students will come to empathize with the San-Man as a respected worker, a family man, a fellow New Yorker who tries to do what many see as an impossible and thankless job.

- After students read and complete the activity, have them explain their answers to the following questions:

  – What story does this "interview" tell about the life of a San-Man?

  – What are the attractions of sanitation work?

  – How do the difficulties of sanitation work compare with its attractions?

  – Would greater consideration for the San-Man on the part of the public help ease his job?

  – From this interview, did you learn anything new about San Men that you did not realize before? Explain.

TEACHER NOTES

Job Opportunities in the Department of Sanitation

Activity Sheet 12

►DIRECTIONS

Examine the chart below which lists many of the job opportunities in the New York City Department of Sanitation.

►ACTIVITY

You will see that headings are missing for each of the three main career categories. Write the correct heading, listed below, in the space on the left of the appropriate column.

– SKILLED TRADES **– UNIFORMED FORCE** **– CLERICAL**

CAREER OPPORTUNITIES

NEW YORK CITY DEPARTMENT OF SANITATION

_____	ADMINISTRATIVE MANAGER	38,449
	PROFESSIONAL ENGINEER	
	PRINCIPAL ADMINISTRATIVE ASSOCIATE	
	COMPUTER PROGRAMMER	
	STENOGRAPHER SECRETARY	
	OFFICE MACHINE AIDE	
	OFFICE AIDE LEVEL 1	15,251
_____	SUPERINTENDENT – I	40,606
	SUPERVISOR	33,405
	SANITATION WORKER	24,868
_____	TRACTOR OPERATOR	134.45
	WELDER	114.69
	AUTO MECHANIC	124.32
	SHEET METAL WORKER	108.76
	ELECTRICIAN	123.20
	MACHINIST	124.32
	CARPENTER	97.14
	BRICKLAYER	113.19
	PLUMBER	94.76
	STEAMFITTER	71.19
	GLAZIER	103.02
	MAINTENANCE WORKER	88.00

Activity Sheet 12

►PERFORMANCE OBJECTIVES

Students will be able to:

- recognize and categorize career opportunities in the New York City Department of Sanitation.

►SUGGESTIONS FOR TEACHER

- Few people realize the variety of jobs available within the Department of Sanitation. Although 7,000 of the 11,000 people employed are the Sanitation workers who clean streets and collect and dispose of refuse, the Department also hires engineers, administrators, mechanics and computer programers.

- Have students examine the chart and complete the activity. The heading of the first column should be **Clerical,** the middle column **Uniformed Forces** and the third column **Skilled Trades.**

- If students are unfamiliar with some of the careers shown on the chart, they might read descriptions of those jobs in the *Occupational Outlook Handbook* available in any library.

- Follow up by having students explain their answers to the following questions:

  —What does this chart tell you about career opportunities in the New York City Department of Sanitation?

  —Are you surprised by the number and variety of jobs in the Department? What jobs do people usually associate with the Department?

  —Why do you think the Department of Sanitation employs mechanics, engineers, etc.?

  —Would you consider a career in the Department of Sanitation? Explain.

►SUGGESTED ACTIVITY

- Invite a speaker from the Department of Sanitation to speak to the class on career opportunities within the department, salary schedules, promotional policies, etc. Phone: (212) 686-9300.

TEACHER NOTES

San-Women?

►DIRECTIONS
Read the article below which is about the Sanitation Department opening up to women the job of sanitation worker.

Mr. & Miss Clean?

By ROBERT CARROLL

Thousands of applicants for $19,348-a-year sanitation jobs, including hundreds of women hoping to pass a revamped physical test, swarmed into the city's Personnel Department office yesterday on the final filing date.

The jobs are now held by men only, but last year the department changed the title "sanitation man" to "sanitation worker," with the prospect of hiring women.

Sixty women applied in 1974, but all flunked the physical.

Written exams will be given in September and physicals late this year or early in 1984, according to Sanitation Department spokesman Vito Turso.

Between 500 and 1,000 jobs will be available starting in September 1984.

Turso said: "In past years the physical was called the 'Superman' test and involved running 40-yard and 50-yard dashes and scaling an 8-foot wall. We're not hiring for the Olympics and I don't know of any sanitman that has to scale an 8-foot wall.

"We need people who can lift between 3½ and 5 tons of garbage each day. Anybody that can do that job, we feel, could be hired."

Mavis Springer, 36, of Brooklyn, mother of four, said the pay was what attracted her.

"I think I can do the job," Springer said. "I'm a hardworking lady. I do housework now. I don't know about passing the physical test, but I'll work hard at it."

"I'm here because it pays good money and they are looking for women," said Sharon Taylor, 22, of Brooklyn. "I'm sure I could handle the job. I'm healthy, and the job would be interesting, like the first woman astronaut."

Frank Johnson, 32, of Brooklyn said the job "has good benefits, lots of prestige and it's a city job with security."

Evelyn Bermudez carries book to read while waiting for sanitation worker application.

►ACTIVITY

Newspapers often send an inquiring photographer into neighborhoods to ask citizens their opinions on current issues. If the inquiring photographer asked you "Should women be given the opportunity to become sanitation workers?" what would you answer? Write your response in the space provided. If you like, finish your picture by adding hair, clothes, eyeglasses, etc.

(Your name) _____ :

_____

_____

_____

_____

_____

_____

_____

Activity Sheet 13

►PERFORMANCE OBJECTIVES

Students will be able to:

- recognize the new opportunities for women in the Department of Sanitation.
- analyze arguments for and against women as sanitation workers.
- take and defend a position on the hiring of women as sanitation workers.

►SUGGESTIONS TO TEACHER

- In 1983, the New York City Department of Sanitation changed its qualifying exam from one which tested admittedly "Superman" skills and resulted in disqualification of the women who took it, to an exam which tested job related skills, making it possible for a number of women to qualify for the job of sanitation worker.

- After students read and complete the activity, have volunteers read their responses to the Inquiring Photographer's question. Some commonly made points that might be raised are:

Arguments **for** Women as Sanitation Workers:

—If women can handle the work, they should be given the job.

—Women should be given the opportunity for secure, good paying jobs, like that of sanitation worker.

Arguments **against** Women as Sanitation Workers:

—Sanitation work is too strenuous for women. They should be protected from doing such work.

—By giving an "easier" test to allow women to qualify, the Department is lowering worker standards.

- Follow up by having students explain their answers to the following questions:

—What story does this article tell about women in the Department of Sanitation?

—Why did hundreds of women file applications to take the sanitation worker qualifying test?

—Why has the Department of Sanitation changed the physical exam it uses to qualify applicants for sanitation jobs?

—Should the exam be a "Superman" test or should it test skills, like being able to lift 5 tons of garbage a day, that are job related?

—If women can pass a test of job related skills, should they be hired as sanitation workers?

Fixing Responsibility

Activity Sheet 14

►ACTIVITY

In the picture below are several violations of health and sanitation codes. Make a list of as many violations as you can find. Next to each, fill in the person or factor which you feel is to blame. Then fill in the person or factor which can help solve the problem. The first two are done for you.

Health and Sanitation Code Violation	Who or what is to blame?	Who or what can help it?
uncovered garbage can	homeowner neglect	care by homeowner
abandoned mattress	outsider	Department of Sanitation

►ACTIVITY

• The Mayor of New York City has said: "Sanitation workers doing their very best would be worth twice as much if the average citizen would stop messing up our city by throwing litter and walking away from it."

1. What is your reaction to this statement?

2. Would this claim be more or less valid depending on the neighborhood being considered?

3. What other factors might make your reaction vary even within the same neighborhood?

4. Rephrase the Mayor's statement in your own words, making any changes you feel would improve it as a result of your own thinking and experience.

5. Have restatements read aloud, and take a class vote on the one which most nearly and clearly represents the group position.

Activity Sheet 14

►PERFORMANCE OBJECTIVES

Students will be able to:

- analyze the sources of dirt in the city.
- assess the role of citizens and municipal workers in relieving sanitation problems.

►SUGGESTIONS TO TEACHER

- Through this activity the class will hopefully realize that no one person or groups of persons can bear the brunt of responsibility for our city's sanitation problems – rather we are all responsible. Litter is there because citizens are careless. It can only be solved by people caring.

- After students complete both parts of the activity, review their work. Then have students explain their answers to the following questions:

  – Is any one person or group of persons responsible for the dirt in New York City? Explain.

  – Can the Department of Sanitation alone do the job of keeping New York clean?

  – Why do some New Yorkers care so little about their city's environment?

  – Can the poor attitudes many New Yorkers have toward keeping New York clean be changed? Explain.

►SUGGESTED ACTIVITY

- Students can organize an assembly program around the "We Care About New York" theme. The Department of Sanitation, Public Relations & Education will participate in this level of assembly. Call 686-9300.

TEACHER NOTES